



Monitoring and Evaluation of Lectures During the Covid-19 Pandemic Period as a Part of Education Quality Assurance

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Abstract. One of the tasks of the three pillars (*Tri Dharma*) of Higher Education is Education which includes learning. Learning is one part that must get attention with clear quality assurance because it has been stated in Article 1 Point 20 of the Law. No. 20 concerning the 2003 National Education System. In a university environment, the interaction occurs between students and lecturers with a student-centered learning process. Maintaining the quality of education (in this case learning) is one of the important agendas in ensuring the quality of higher education, one of which is through monitoring and evaluation. Implementation of Monitoring and Evaluation of learning is carried out routinely every semester, activities in monitoring and evaluation are observing conformity or non-conformity in 3 learning stages, namely the preparation stage, implementation stage, and evaluation stage in all majors/study programs. During the Covid 19 pandemic, learning monitoring and evaluation activities were carried out online using a platform that was easy to implement. There are 3 monitoring and evaluation observer for each course and one of them is the head of the study program. The monitoring and evaluation instruments are filled out by each supervisory officer (as an observer). In addition to observing teaching and learning activities and learning documents, monitoring and evaluation observer also interviewed students to check the findings. During four semesters starting from the 2nd semester of 2019-2020 to the 1st semester of 2021-2022, the biggest discrepancy was found at the evaluation stage. Every finding of non-conformance is followed up at the study program level with the involvement of the head of the study program, even at the faculty level with the involvement of the dean or vice dean of academic affairs.

Keywords: Monitoring and Evaluation · Quality Assurance · Conformity · Non-Conformity

1 Introduction

Education is to guide people in the right direction to improve, assist in the overall development of a person, and increase independent reasoning and knowledge abilities [1]. In education, the important activity between who educates and who is educated cannot be separated from teaching and learning activities. Teaching and learning activities are routine activities carried out in the world of education to transfer knowledge from teachers/lecturers to students and vice versa. This activity always requires two-way interaction between lecturers and students, but it also requires the interaction of both with the environment or learning resources. Activities to guide students accompanied by the art of designing and redesigning learning experiences in the cognitive, affective and psychomotor domains which aim to promote meaningful learning are the meaning of teaching [2]. Learning is one part that must get attention with clear quality assurance. This is stated in Article 1 Point 20 of the Law. No. 20 concerning the National Education System in 2003 is the process of interaction between students and educators and learning resources in a learning environment [3].

There is no common definition of effective teaching in higher education [4–6], but often effective teaching is demonstrated by obtaining high scores on student performance assessments or in classroom interactions [4]. There is no one best way to teach because the effectiveness of classroom learning practices is domain-specific as well as goal-specific [7]. This is done by preparing appropriate lesson plans to meet the learning objectives of all learners and the behavior or teaching approach needs to be adjusted [8]. To get an effective learning output, the lecturer is tasked with finding solutions proposed in education policy [4]. Therefore, effective teaching in higher education always requires the ability of lecturers to find problems in the classroom and how to overcome them in order to make students master knowledge, applications, soft skills, and hard skills as a provision to face the real world.

The dynamics of teaching need to be understood by understanding the needs and preferences of students [8]. All lecturers need to prepare their students for learning and want them to enjoy learning because according to research it is concluded that student performance is higher in classes with lecturers who spend maximum time teaching content compared to those who devote a lot of time to processes and materials [9]. A positive classroom environment for lecturers and students can improve the teaching and learning process in the classroom [1]. In managing the behavior of student as individuals or groups in the classroom, lecturer needs different strategies [8]. Knowing the planning, implementation, and evaluation of lecturers in carrying out teaching and learning activities is very important to maintain and improve effective learning. Learning as part of academics is the main thing in the implementation of knowledge transfer in higher education. Therefore it is necessary to maintain the quality of learning in order to achieve the desired graduate profile. Quality of learning as part of internal quality assurance.

To ensure the implementation of the Internal Quality Assurance System especially in academic fields in higher education as mandate from Higher Education Law of the Republic of Indonesia in Article 52 paragraph (2). It is stated that quality assurance is carried out through five main steps abbreviated as PPEPP, namely Determination, Implementation, Evaluation (implementation), Control (implementation), and Improvement of Higher Education Standards [10]. Therefore, in the field of education in universities,

monitoring and evaluation of learning must be carried out as a form of an internal quality assurance system in the field of education by carrying out evaluations as the 3rd stage of the *PPEPP* system.

The academic atmosphere in the study program at Faculty of Mathematics and Natural Sciences Unesa in the development and implementation of the curriculum is very supportive. This is proven when monitoring activities are carried out, both the department heads and lecturers who will be monitored, all lecturers also express their willingness and support for this routine agenda. This is also because all lecturers are aware of the importance of maintaining the quality of learning in higher education as a way to maintain the quality of graduates. During and after the Covid-19 pandemic, many things happened in the world of education, one of the causes of the loss of learning was a decrease in the level of learning due to ineffective learning interactions [11]. This study will discuss the monitoring and evaluation of teaching and learning activities during the pandemic as a part of quality assurance.

2 Method

Every semester on the 10-11th week (after the midterm exam is held in the 8th week), quality assurance at the faculty and study program level carries out monitoring and evaluation of learning in each of study program in the Faculty of Mathematics and Natural Sciences (FMNS) of Universitas Negeri Surabaya (Unesa). The learning sample in each study program is 2 to 3 lectures on different subjects. In FMNS there are 9 undergraduate programs. Each lecture that is monitored and evaluated is attended by 3 observers (2 people from quality assurance and the head of the study program). Observers make observations on online courses. This is because of a pandemic that forces lectures starting from the 2nd semester of 2019-2020 to the 1st semester of 2021-2022 to be carried out online.

Observers using observation instruments are divided into 3 domains, namely learning preparation, learning implementation, and learning evaluation domain with 25 items in total. For learning preparation, learning implementation, and learning evaluation domains, there are 7 items, 11 items, and 7 items, respectively. Observations to see the implementation or suitability of lesson plans, teaching and learning activities, and evaluation of teaching and learning with items that become standard. Data analysis was carried out by calculating the percentage of items that were carried out or according to the total item statements.

3 Result and Discussion

Monitoring and evaluation of learning at Unesa is carried out routinely in each semester as a step to maintain the quality of learning in higher education. The activity is in the form of observing learning activities, along with checking the learning preparation and evaluation documents. Good teaching design incorporates well-studied principle involving established mechanisms of learning into the design of practice assignments and the type of feedback provided [12].

In learning preparation activities, lecturers prepare lecture plans, online learning platforms used, and other documents as teaching resources and materials. The lecture plan includes lecture objectives at each meeting, learning activities or student learning experiences, duration, the use of references, and form of assessment. Lecturers also prepare a platform that is easy, precise, and efficient in learning during a pandemic, the learning platform is dominated by the Learning Management System (LMS) platform owned by the university. Meanwhile, other platforms such as Google Classroom (with Google Drive and Google Meet), Zoom Meeting, Moodle, Edmodo, WhatsApp, Microsoft Teams, YouTube, and other LMS applications are also considered as choices. This platform is also used in other countries as in Mukhtar's research (2020), Mahyooob (2021), Amir (2020), Yu (2021), and Lapitan (2021) [13–17].

Online lectures are not very common in most universities (lectures are generally given in classrooms) but the COVID-19 pandemic has accelerated the transition to full online learning and must be effective [17]. The importance of learning preparation, especially in online learning for several reasons, so that in online learning, educators must be able to see various factors that influence learning, especially during a pandemic (Covid 19) [15]. For example, students' anxiety factors related to the use of technology, student may be affected by viewing sites other than learning materials, as well as the level of boredom.

The implementation of learning is a teaching and learning interaction activity between lecturers, students, and the learning environment. Interaction is defined as a two-way reciprocal relationship (lecturer-student and student-lecturer) or even three-way (lecturer-student-learning environment). Students learn through an interactive process whose learning outcomes are influenced by their characteristics [5].

The interaction between lecturer-student-learning environment requires hard skills and soft skills. Hard skills are standard and acquired through formal education, while soft skills are a reflection of one's relationship with other people, approach in life, to the values held by that person. Soft Skills are needed in everyday life and in the world of work, especially in this century. The educational paradigm shift in the 21st century presents its own challenges in the world of education so that students must be trained to be able to face the challenges of the 21st century, namely critical, creative, collaborative, and communicative thinking [18]. In the implementation of learning, the lecturer implements the model/strategy/method/approach that has been planned in the lesson plan. In this sample of lecturers who were monitored and evaluated, they used a student-centered model/method. An effective teaching and learning process is adapted to the characteristics of students, and conditions students for effective teaching [5].

The ultimate goal of the learning implementation process is to master the knowledge that has been transferred from lecturers to students, this can be seen from the results of student assessments. Assessment can be obtained from the value of assignments, midterm exams, and end of semester exams. One of the criteria for a good assessment is that the assessment has validity or coherence [19]. Therefore, the question grid must be arranged in accordance with the course learning outcomes desired by the course and further validated to ensure the assessment objectives are in accordance with the course learning outcomes.

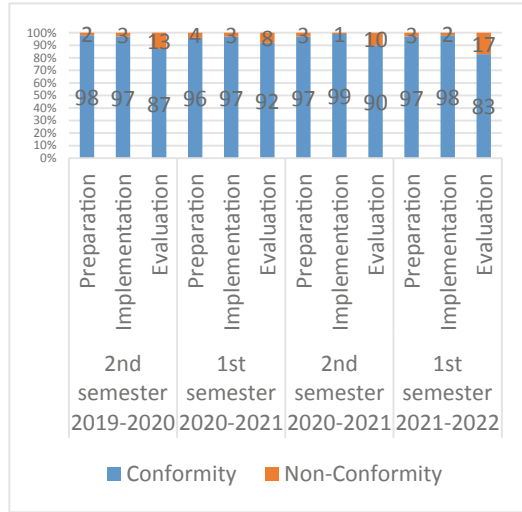


Fig. 1. Percentage average of conformity and non-conformity in 4 semesters monitoring and evaluation of learning

The results of the assessment are immediately returned to students because the results of this assessment can also be used as feedback on learning outcomes. If feedback is given extensively long after the work process is complete, the student is considered ineffective [20]. All types of feedback exchanges generated in the assessment design, whether they occur within or outside the context of direct learning, which are open or covert, are the elaboration of the term assessment feedback [21].

Since the COVID-19 pandemic, 2nd semester of 2019-2020 academic year, causes learning to be carried out online, so that learning monitoring and evaluation activities are also carried out online. Figure 1 shows the results of observing the implementation and non-implementation of learning monitoring observation items for 4 semesters in the average percentage of 9 study programs, start from 2nd semester of 2019-2020 academic year to 1st semester of 2021-2022 academic year.

Based on Figure 1, it appears that the largest percentage of discrepancies or non-conformity in monitoring and evaluation of teaching and learning process based on the three learning domains is the learning evaluation domain at 13%, 8%, 10%, and 17% respectively in 4 semesters. Next followed by the domain of learning preparation (2%, 4%, 3%, and 3%), then the domain of learning implementation (3%, 3%, 1%, and 2%).

Issue analysis of discrepancies that often arise during the 4 semesters of observation is dominated in the evaluation domain, but in the learning preparation and implementation domains there are also discrepancies. The following non-conformities are summarized along with the follow-up actions taken for improvement and improvement:

1. Some lecturers do not return graded assignments to students.
2. Some courses do not have a mid-semester assessment rubric.

3. The midterm exam scores should be announced back to students a maximum of 2 weeks after the midterm exams take place, but some courses don't announce them at the specified time.
4. The lesson plan that has been developed has been approved by the Quality Assurance Unit at the study program level, but it turns out that from the results of the monitoring and evaluation it was found that there were subjects that were monitored and did not implement it.
5. Mid-semester exam questions should have been validated by the teaching team before being implemented to students, but courses were found that did not implement them
6. Based on the analysis of lecture journals and interviews with students, it was found that not all lecturers made agreements with teaching contracts with students.
7. Based on the observer (in monitoring and evaluation) assessment of the suitability of the question grid with lecture achievements, it was concluded that there were lecturers who did not arrange the grid.

Follow-up as part of Control and Improvement in *PPEPP* that already done are:

1. In connection with the finding that lecturers have not returned the assignments that have been assessed to students, it is necessary to follow up. The follow-up action taken was the Dean or vice dean of academic affairs wrote to the head of each department so that the head of the department instructs the lecturers to immediately return and provide feedback on student assignments. However, feedback will never be effective (no matter how fast, how detailed, or how quality the feedback students receive), and therefore there is a need to share responsibility in the feedback domain between students and lecturers [22].
2. The lack of a lesson plan document with an assessment rubric can cause a discrepancy between the learning objectives and the assessment carried out. This will also have the effect of not being able to assess the achievement of learning outcomes for the course. So that in order to maintain conformity between learning objectives and assessment, the quality assurance unit at the study program level monitors the validation of the assessment and assessment rubrics carried out by the course teaching team. Students excel when they feel the instructor is prepared, knowledgeable, and organized, as these are thought to play an important role in student success [23].
3. Not carrying out activities related to the statement "The results of the midterm exam scores are announced to students" which need to be followed up as suggestions to the Dean and vice dean of academic affairs. The dean or vice dean of academic affairs requires each department head or study program head to require lecturers to immediately return and provide feedback on student midterm exam results a maximum of the 12th week of lectures. This announcement midterm exam is important as assessment feedback. Giving feedback as a process of motivating students to take advantage of the feedback they receive and feedback should not discourage students, so lecturers should be careful about giving "negative feedback" in a positive way [24].
4. The lesson plan that has been developed has been approved by the Quality Assurance Unit at the Study Program level, which needs to be followed up with a suggestion to the vice dean of academic affairs in a letter to the head of the department. The head

of the department instructs the lecturer to complete the Lesson plan document with approval by the Quality Assurance Unit at the Study Program level. The importance of lesson plans for learning because Competent lecturers who are ready to teach must have prepared detailed teaching materials, such as course information, course objectives, course brief materials, learning objectives, and schedules to be informed to students [23].

5. For discrepancies on the items of the midterm exam questions that have been validated, the Dean and vice dean of academic affairs conveyed to each department head that the department head instructs every lecturer to always update the validation of the midterm exam questions.
6. Lecturers and students agree on a lecture contract at the beginning of the lecture. The follow-up from the head of the faculty, in this case the Dean and vice dean of academic affairs, wrote a letter to the head of each department so that the head of the department instructs the lecturers that the learning contract be included in the teaching and learning activities in the Lesson plan document.
7. Not all lecturers assess/measure every course learning outcome. If and how instruction combines best practice of assignments/questions with social outcomes and learning is a measure of teaching expertise [12]. Follow-up Dean and vice dean of academic affairs gave instruction to each department head so that the department head instructs every lecturer to conduct an assessment/measurement of each course learning outcome. Well-prepared and organized instructors produce higher performing students, who score higher on aptitude and achievement tests, show higher average scores, and complete assignments in a more comprehensive and detailed manner [23].

The results of Monitoring and Evaluation of lecturer learning should receive more attention from leaders at the University, Faculties and Departments/Study Program levels so that there is a follow-up to the results that have been obtained.

4 Conclusion

Competent lecturers will take the time to plan appropriate learning and prepare the required documents before the implementation of learning. Learning as a process of interaction between the sender of the message and the recipient of the message is said to be effective if the message received is the same as the message delivered. This is evidenced by the mastery of the material by students after obtaining a learning experience that is in accordance with the student's character and the character of the material.

Monitoring and evaluation of teaching and learning activities that are carried out routinely should not be seen as a burden by lecturers. This is because these activities are monitoring the planning, implementation, and assessment of teaching and learning activities. The existence of activities that are not appropriate, either due to lack of planning, poor implementation of learning, or inappropriate assessments with learning outputs that are expected to produce students who have competencies below the expected ones.

Follow-up actions are immediately carried out when discrepancies are found in this learning monitoring, so that changes occur towards improving learning in accordance

with *PPEPP* rules. The implementation of *PPEPP* consistently, continuously and purposefully will improve good outcomes. The *PPEPP* cycle that leads to improving the quality of learning will lead to better quality education.

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